

LESSON PLAN

<b>Grade(s)</b>	Kindergarten
<b>Content Area(s)</b>	Art
<b>Topic of Lesson</b>	Colors
<b>Three Objectives</b>	<p><u>Objective 1.</u> Students will be able to correctly spell the names of at least 9 out of 12 colors which have been mentioned in the website when shown the picture of a color.</p> <p><u>Objective 2.</u> Students will be able to select the right colors of all different parts of a chicken when a blank picture of chicken is shown.</p> <p><u>Objective 3.</u> Students will be able to orally list and recognize the three primary colors: blue, yellow and red.</p>
<b>Technology standard</b>	<p><i><b>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</b></i></p> <p>Exploratory Skills and Expectations: Internet and Multimedia</p> <p>K-2: 1.10 Demonstrate the ability to use tools in painting and/or drawing programs.</p>
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>➤ Massachusetts Arts Standards</li> <li>➤ The Arts Disciplines: Visual Arts Earth's Materials</li> <li>➤ Pre K–12 STANDARD 2: Elements and Principles of Design</li> </ul> <p>2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color</p>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>- A computer which can connect to internet, and a LCD projector in the classroom</li> <li>- A paperboard and a black marker</li> <li>- Handouts of the matching color projects</li> <li>- Handouts of the coloring chicken project</li> <li>- Art supplies: watercolor; four brush-pencils; two bottles to clean the brush-pencils; papers for water coloring.</li> </ul>
<b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b>	<p>Before the class begins, I will give them a blank picture of a chicken and ask them to coloring it.</p> <p>After everyone finish coloring, students will sit together in the meeting area. I will start by asking them the colors they know and like. Then I will make a chart displaying the favorite colors of the class on the paperboard. After this brief beginning, I will tell them the topic of today is color and display the website on the LCD projector in front of the whole class. First, I will show them the first part of the website, "Review of Colors". For each color, I will ask them to read and spell aloud together, and then pick two or three students to give some real life examples of that color.</p>

	<p>After reviewing of the twelve colors, I will move to the second part, “Color of a Chicken”, which relates to Mrs. Little’s topic of April. I will let the students identify the color of each part of the chicken, and ask them to hand up when they want to share opinions.</p> <p>After talking about the chicken’s color, I will show them how to paint their own pictures on the “TheColor.com” <a href="http://www.thecolor.com">www.thecolor.com</a>. First, I will tell them the different categories of picture is on the left side of the website. Second, I will choose a picture to paint, and tell them the color selection is on the left side. I will pick a color and click on the part I want to color. At last I will show them the “Save”, “Print”, “Start over” buttons are on the bottom of the website. After teaching them how to use the website, I’m going to ask a volunteer to color a chicken according to what I have taught them about the chicken.</p> <p>Next, I will move to the third part, “Mixing colors”. I’m going to introduce the concepts of three primary colors in arts with the help of the website.</p> <p>The teaching is over, and students are separated in small groups and go to their group tables. I will start the quiz. After I read the question and the answers, they use their hands to show the number of their answer, If someone chooses the wrong answer, I’ll go back and review.</p> <p>After the quiz, I will do the projects. Students remain in their groups, and I’ll give them the project handouts. First project is matching the name of colors with the pictures of color. Students will do this on their group table, and after they finish this, they can do the water-coloring project on another table, which can contain four students at one time. They can use the watercolor to draw the three primary colors and find out the result of mixing them. After all students finish these projects, the class is over.</p>
<p><b>How will students be assessed to make sure they are able to perform the objectives?</b></p>	<p><u>Objective 1</u>: Students will be able to correctly spell the names of at least 9 out of 12 colors which have been mentioned in the website when shown the picture of a color.</p> <p><u>Assessment 1</u>: Students will be given handouts, which contain the pictures of the colors on the left column and the name of colors on right column. The sequences are mixed up, and they match the names with the pictures. Students will be given a blank picture of a chicken and they write the name of the colors, which they use for coloring the chicken.</p> <p><u>Objective 2</u>: Students will be able to select the right colors of all different parts of a chicken when a blank picture of chicken is shown.</p> <p><u>Assessment 2</u>: Students will be given blank pictures of a chicken and color it.</p> <p><u>Objective 3</u>: Students will be able to orally list and recognize the three primary colors: blue, yellow and red.</p> <p><u>Assessment 3</u>: Students will be given a question to recognize the three</p>

	<p>primary colors among many options. They will also asked to list the three primary before doing the watercolor project. From the day after this lesson, they will be asked to list the three primary colors in the meeting time everyday, and this will keep for a week.</p>
--	--